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ABSTRACT

A study investigated the teaching of grammar in an advanced English as a Second Language (ESL) class in Lancaster, Pennsylvania. For a week, the instructor taught the students on the topic of comparatives, superlatives, and equatives. The instructor gave a written pretest, posttest, and a delayed posttest to the whole class of 15-25 immigrants and refugees aged 17-70 and a delayed posttest in oral form to five students. Results of the posttests showed at least modest improvements in all students. Even when students did not retain all the grammatical structures, it was evident that they were working to incorporate the forms into their oral language. The instructor concluded that it was productive to teach grammar in class, even if the lesson seemed confusing to students when it was taught. It was suggested that research be conducted at 6 months to determine how much of the lesson students retain at that point. Appendices contain the written first posttest and the oral test grading sheet. (KC)

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PRODUCT

"Pennsylvania Action Research Network:
Staff Development Through
Six Professional Development Centers"

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Project Director
Dr. Gary Kuhne
Assistant Professor and Regional Director of Adult Education
The Pennsylvania State University

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I. ABSTRACT

This paper examines the teaching of grammar in an English as a Second Language (ESL) classroom. The idea for this research project stemmed from my observation that many times ESL students don't seem to adequately learn the grammar taught in class. Some theorists believe that overt grammar teaching should not be implemented in an ESL classroom; instead, teachers should focus on communicative activities. Both my personal observations and the information I had read concerning overt grammar teaching made me curious about how much grammar my ESL students were retaining after a period of instruction.

For a week, I instructed my students on the topic of comparatives, superlatives, and equatives. I gave a pre-test, post-test, and a delayed post-test in written form to my whole class and in oral form to five students. My expectation was that the five students would use the form correctly in both the written and oral pre-test 20 percent of the time. Along with the testing, I asked the whole class to write a response to specific lessons, and I kept extensive notes of my own feelings about each day of the grammar instruction. I also maintained detailed lesson plans. Overall, the students seemed to feel that grammar instruction was important. The results of the testing showed minimal to moderate gains among most of the students, but there was evidence that the students were experimenting with some of the new structures they had learned.

II. PROBLEM

I teach advanced ESL to a class of 15 to 25 immigrants and refugees aged 17 to 70 at the Adult Enrichment Center in Lancaster city, Pennsylvania. This is my third year of teaching the advanced level class. Through my teaching experiences, I have noticed that many students don't seem to retain or correctly utilize the grammatical structures I teach in class. As a result of this observation, I decided to participate in this Pennsylvania Action Research Network (PA-ARN) project which would give me data about the effectiveness of grammar teaching among my students.

The issue of whether grammar should be taught in the classroom has been a controversial debate among linguists, particularly over the last few decades. Krashen and Terrell (1983) actually argue that concentrating on accurate grammar and pronunciation impedes students progress in the target language because it takes their focus away from developing comprehension skills (pp. 77-8). They continue by saying that since adults have many similarities with children in the language

acquisition process, they cannot be forced to learn a grammatical structure before they are internally ready for it. (p. 1).

If the theories of Krashen and Terrell and other linguists who have down played the effectiveness of grammar instruction are correct, then language teaching both in domestic and international settings would change dramatically. I wanted to know on a personal level if I could see improvements in grammar usage among my students so that I could make a more informed decision about how I would teach my class. During the initial phases of this PA-ARN project, I wrote, "If this study shows that overt grammar teaching does not in any way improve the ability of my students to communicate effectively, then I will either eliminate grammar teaching altogether or take a hard look at the way I teach grammar." Evidently, I thought the only way to measure the value of grammar instruction was through obtaining measurable results from the students.

III. PLANNING

I decided to teach comparatives (taller than), superlatives (the tallest) and equatives (as tall as) in early March. My plan was to give the whole class a written pre-test, post-test, and a second posttest at least a month after the first test. On top of this, I also thought I should study a smaller group of about five students to whom I would administer an oral pre-test, post-test and a second post-test with written consent from the students (appendix). For these five students, I estimated that their written and oral pre-test scores would average 20 percent, but that their second post-test scores would average 80 percent.

In order to prepare for the written testing, I created three tests (pre-test in appendix) which were similar in their structure and in the number of questions, but had differing questions and data. I also made three large collages depicting people, buildings, animals, and other items which could be compared. I decided that I would tape record the oral testing and then write out transcripts of what each student said in order to analyze their grammar usage. To prepare for the recording sessions, I connected a microphone to a tape recorder in order to get the best quality recording possible. Other plans I had for data collection included students' reflections for various lessons, my own analysis of each instructional day, and the use of my lesson plans.

It was evident before I began the testing process that there would be some constraints to receiving accurate data. First of all, I was aware that the five class representatives would know

what grammar point I was testing them on and that the type of oral test I was administering did not include free conversations. Therefore, I would not be testing them on their ability to use the grammar in everyday usage, but rather in controlled settings. Secondly, I knew that the results from the five class representatives were not necessarily indicative of the scores from the entire class. In fact, since these five students knew they were being closely analyzed, I realized they would likely study the grammar extra diligently, thereby making the results inconclusive. During the "reflection" stage of this paper, I will comment on how I could have restructured this project to ensure more accurate results.

After deciding that I would teach comparatives, superlatives and equatives for a week to my advanced level ESL class, and after acknowledging the difficulties and data collection problems I might encounter, I developed a goal in the form of a question: Will one week of teaching a specific grammatical point to five adult ESL class representatives in Lancaster city help them to improve their proficiency level to 80 percent of accuracy a month after the intervention? Before I answer this question, I would like to describe the details of the research project.

IV. ACTION

I taught the students how to use adjectives as comparatives, superlatives and equatives on March 2,3,4 and 8. Due to the nature of the program, only four students out of 25 to 30 students attended all of these classes. Each class period was three hours long, but I rarely taught grammar during the full class period, and some students could not stay for the entire class. I gave the whole class a written pre-test on March 2, a written post-test on March 8, and a second written post-test on April 14. Unfortunately, many of the students were not present for all three days of testing. In order to obtain data about the oral competency of the class, I chose six students from a variety of levels and countries to represent the class. These six students signed a consent form which freed me to use their testing results for this paper. Unfortunately, after the first post-test, one of the six class representatives terminated her participation in the project. I gave the remaining five participants an oral pre-test, an oral post-test and a second oral post-test around the same time that I administered the three written tests (see appendix for the oral testing grading sheet).

These five class representatives come from a variety of backgrounds and have different goals. Participant A is a 43 year old student who studied English in her home country of South

Korea for 10 years, and in the U.S. for 1 1/2 years. "A" wants to learn as much English as possible before returning to South Korea in the indefinite future. Participant B is a 31 year old Vietnamese student who studied English in her country for six years before continuing her English studies in the U.S. 1 1/2 years ago. "B's" goal is to get her GED, go to a vocational school or college, and find a job in an office. Participant C, from the Ukraine, is a 41 year old student who arrived in the U.S. three years ago. "C" studied English for five years in his home country and for 1 1/2 years in the U.S. The places "C" uses his English are in the store, at work, and at a friend's house.

Participant D terminated her involvement in the project. Participant E, from Puerto Rico, is a 19 year old student who studied English for 12 years in his home country. "E" has only lived in the U.S. for the past four months. Although "E's" goal is to speak without problems, he does not feel pressured to learn the language quickly. Participant F, 47, studied English in her home country of Colombia for a year before moving to the U.S. 24 years ago. "F" has studied English in the U.S. for five years. To become a secretary or a nurse's aide is the goal of "F."

There were a number of constraints to giving the oral test to these five individuals. First of all, it was difficult to find a space available to administer the oral test. Frequently, all of the rooms were utilized during class time, and after class many of these participants had to leave. I had to find ways to schedule students into slots when rooms were available. Secondly, it was difficult to teach class while at the same time making sure the participants were successfully completing the oral testing. Thirdly, the microphone I was using for oral testing mysteriously disappeared making the recordings difficult to hear, especially when a class was being taught in the same room as the testing. Fourthly, since I was sometimes helping a student with the oral testing while the rest of the class was working on the written exam, I couldn't always be with the class while they were testing. It appeared a few students shared answers, although I asked them not to, thereby skewing the results.

I asked the five participants to attend class as much as possible during the grammar teaching: Participants E and A are the only ones who missed a class. As with all my units on grammar, I taught the structures within the framework of a theme and a topic. The theme was "culture" and the topic was "The Amish."

The following is a brief synopsis and the response of students and/or myself to various

lessons that I taught during this unit. On Tuesday, March 2, the main grammar activity revolved around writing. The students imagined they were going to host an Amish person at their house for supper, but they wanted to prepare him/her for all the differences between the host and guest community by writing a letter. Naturally, this activity utilized a lot of comparative and superlative adjectives. After class, I journaled about this lesson: "A lot of these activities would fall under the product or skill categories. We didn't do any process activities since level four didn't seem ready for process learning. (My level four class is joined by level five on Tuesdays and Thursdays). We studied the Amish all of last week, and therefore, this topic was very familiar to them. When teaching grammar, it is helpful not to introduce new vocabulary so that students can focus solely on the grammar."

On Wednesday, March 3, I took the students through three steps; grammar as product, skill and process. I went through the comparative and superlative steps again using Tuesday's list of adjectives from the writing activity. In my journal, I wrote, "This seemed to be immensely helpful for the students who hadn't grasped the concept before." With this grammar as product activity completed, we continued with a grammar as skill activity. The students wrote sentences comparing specific topics which I chose within the framework of the Amish community and the students' community. After class, I journaled, "It turned into a game since students only got a point if no one else in the class chose the same sentence." Next, we moved into process learning. Without preparation, students had to compare U.S. culture with their own culture. In relation to Tuesday and Wednesday's classes, one student wrote, "I'm feeling very good about the different activities in the class, because is important to talk and practice the new words."

After class on Thursday, March 4, I journaled, "I think I screwed up." This particular Thursday was a snowy day, and only half the class came, but I continued with the lesson since I needed the expertise of the level five students to help the level four students complete the task. Using about 20 pictures about the Amish community, I had written equative sentences, half of which were grammatically incorrect. I asked the students to work in groups to decide which sentences were correct, restructure the incorrect sentences, and make a list of guidelines for how to use equatives correctly. The level five students seemed to benefit from the challenge of the activity, but I felt bad for the level four students. I journaled, "For level four, it was either a negative and confusing and time consuming task, or else it did benefit them somewhat in the sense that it gave

them some foundational rules." One of the level four students wrote, "I'd like admit, basically worked students level five. What about me?" Since I wanted the level five students to take the post-test, I gave the test to the whole class, but then surprised the level four students with a re-test on Monday.

Monday's class went much better than Thursday's class. The students started with a worksheet in which they practiced comparatives and equatives. I then gave them a word scramble sheet using equatives which related to pictures of the Amish. I later journaled, "Both of these activities went very well and I couldn't have been happier with the results. Unfortunately we didn't have time to practice grammar as process, and therefore I wonder how much of today's lesson students will retain. It has become painfully clear that grammar instruction takes lots and lots of time."

With the week of grammar teaching, testing, and student and personal journaling completed, I put my energy into compiling the data and administering the second oral post-test. The results were not astounding, and yet within the data, I discovered fascinating bits of information which I never expected to find.

V. RESULTS

Both the data from the written tests, which I gave to the whole class, and the oral tests, which I gave to the five participants, are charted on the attachment (see next page). The first chart shows the results of the oral testing with the five participants. Only participant A did not make any progress between the pre-test and the post-test. "A's" scores were high to begin with, partially because her grammar is excellent, but also because she received grammar instruction on the same topic from another teacher immediately before the pre-test. Participant B took the testing very seriously. "B" spent extra time outside of the class studying the grammar, and as a result, her scores more than doubled. Participant C made modest gains in spite of the fact that he seemed somewhat depressed throughout the testing period. Participant E was more focused on work than on class, and yet he made modest gains. Participant F surprised me the most. "F" has lived in the U.S. for 24 years, and much of her grammar has fossilized. However, she more than doubled her oral scores.

The results of the written tests among the five participants are shown on the second graph.

Oral Testing with Participants A, B, C, E, and F

	A	B	C	E	F
Pre-Test	27	11	13	21	7
Post-Test	27	26	17	26	16
2nd Post Test	25	23	16	26	14

*The highest score possible is 34.

Written Testing with Participants A, B, C, E, and F

	A	B	C	E	F
Pre-Test	27	19	19	29	5
Post-Test	29	14	24	?	15
2nd Post-Test	26	27	28	29	8

*The highest score possible (including extra credit) is 31.

Written Testing for the Whole Class Including Participants A, B, C, E, and F

	Pre-Test	First Post-Test	Second Post-Test
Average score for students who took the pre-test and the first post-test.	21.21	22.36	
Average score for students who took the pre-test and the second post-test.	23.75		26.5
Average score for students who took all three tests.	22.56	25	25.67

*The average scores for the students who took all three tests are also included in either column one or column two. The highest score possible (including extra credit) is 31.

Only two participants showed gains on both of the post-tests. However, all but one of the participants made improvements on at least one of the post-tests. The last chart shows the results for the written testing for the full class. The least amount of gains occurred between those who took the pre-test and the first post-test. This is because one student dropped from a 17 on the pre-test to a three on the post-test since he got confused during Thursday's frustrating lesson on equatives.

There was an unanticipated result from this study. At times, the students' written or oral work made it apparent that although they had not mastered the new form, they were reshuffling their internal grammatical structures. For example, participant F did not even attempt to use the superlative in her oral pre-test. However, in her second oral post-test, "F" said, "tallest than," and "olderest than." Another example of grammatical restructuring comes from the oral testing of participant C. In the pre-testing, this is his only attempt at an equative: "Two cans of milk the same. However, in the second post-test, "C" said, "The cardinal is as not nearly as tall as man in suit." One more example of this grammatical shuffling is taken from a class member's written testing. In the pre-test, he did not use descriptive adverbs such as "almost, not quite, exactly, not, and just about" with the form "as + adj + as." However, in the first post-test, he wrote sentences such as, "Sakina's weight as nearly as Khoa weight" and "Khoa is not as the others age." All three of these examples indicate that students were experimenting with the new grammatical structures, even if they were not always used correctly.

It is clear that although the students were not always able to produce an error free sentence, their grammar usage had been changed as a result of the teaching intervention. Ellis (1997) writes about this phenomenon: "Formal instruction results in faster and more successful language learning and yet learners often fail to learn what they have been taught. This can be explained by positing that formal instruction contributes primarily to explicit knowledge which can facilitate later development of implicit knowledge. In other words, it will often have a delayed rather than an immediate effect" (p. 131). It could be that at a later time, certain constructs related to this unit on comparatives, superlatives and equatives will make more sense in the minds of the students than they do now.

From a teacher's perspective, I am pleased that most of the students made gains between the oral and written pre and post testing. A bonus to this is that many of the students demonstrated

that their internal grammar system had been shaken up, and they were attempting to re-formulate their grammatical diagram. Because of these factors, I feel satisfied with the results.

However, in retrospect, it is clear that this project could have been even more successful if I had made some changes in my teaching patterns and in the research project itself. First of all, since the students knew that I would be administering tests, some of them spent extra time studying at home. This creates the question of whether the gains were natural or non-typical. Secondly, none of the oral testing included activities in which the students were unaware that they were being graded. Dr. Aneta Pavlenko, my "Teaching the New Grammars" professor at Temple University, made a suggestion through E-mail near the beginning of my research: "Either you or another teacher could tape-record the students talking about a subject that would be familiar and typical enough that would dull their suspicions that you are trying to elicit specific forms but at the same time would be targeted at eliciting these forms." Unfortunately, I did not have time to implement this method of testing before I had begun teaching the unit on grammar for this project.

Thirdly, waiting a month and a half between the pre-test and the post-test was not enough time. There have been studies which show that the immediate gains students made after receiving instruction dropped to approximately half after six months (Lightbown, Spada and Wallace, 1980). Therefore, the students in my study may not be able to maintain their gains in the long run. Fourthly, I picked a difficult and confusing topic to teach. Using adjectives as comparatives, superlatives and equatives is no easy task. Since I taught all three forms within a week, some students got the various forms confused. Along with this, I did not give the students enough time to freely practice the forms. It was clear that the students needed more time to internalize these structures.

As a result of both the successes and failures of this project, I have learned a lot about the nature of research and about teaching grammar. It has been a valuable experience both for myself and for the five participants who received their taped transcripts in written form, and who had the opportunity to observe their own language learning progress.

VI. REFLECTION

With the results of the PA-ARN project in mind, it is now possible to discuss the problem statement: Will one week of teaching a specific grammatical point to five adult ESL class

representatives in Lancaster city help them to improve their proficiency level to 80 percent of accuracy a month after the intervention? For the oral testing, the answer is clearly no. None of the five students received a score of 80% on any of the oral tests. However, on the written tests, all of the five students except participant F received a score of 80% or above on the second post-test. Interestingly, the base line I had chosen as an average for these five students was 20%. In other words, I expected the students to increase their scores by 60% between the pre-test and the second post-test. This was an extremely optimistic prediction. Overall, the students made modest increases relevant to their pre-test scores.

I would consider participating in a related PA-ARN project at some point in the future. If I did so, I would likely approach the research with some variations. First of all, I would reduce the number of participants in my research. Rather than testing the full class plus five class representatives, I would likely choose three students to represent the full class. This would allow me to analyze the results of the study in more detail. It would also enable me to maintain better control over the testing atmosphere in regards to the noise level and the sharing of answers. Secondly, I would not tell the students what grammar point I was testing them on so that they wouldn't spend an unusual amount of time preparing for the tests. Along with this, I would test the students informally so that they wouldn't be conscious of the grammar point I was researching. Thirdly, I would look more closely at how the students were restructuring their grammar, paying particular attention to the introduction of new constructs within their language usage. Finally, I would give the pre-test early in January in order to space the pre-test and the second post-test as far from each other as possible.

As stated earlier, during the planning phase of this research project, I wrote, "If this study shows that overt grammar teaching does not in any way improve the ability of students to communicate effectively, then I will either eliminate grammar teaching altogether or take a hard look at the way I teach grammar." What I did not realize when I wrote this statement was that whether or not the results showed positive gains in the students' test scores, it was impossible to do this research project without seriously analyzing my teaching. Although I mostly feel positive about the methods I used to teach comparatives, superlatives and equatives, the lessons could have been strengthened by allowing time for the students to experiment with the language. Interestingly, not only have I thought a lot about my teaching techniques, but also about the pattern of learning

among my students. Frequently, throughout the testing, the students said or wrote a grammatically imperfect sentence, but it was evident that they were attempting to implement new forms into their personal grammar grid. This is related to the theory that students will many times enjoy the positive results of formal instruction at a delayed point in time. All of these learnings have proven to be invaluable as I continue in the process of becoming a better teacher and of learning more about the nature of students' learning patterns.

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Appendix

I. Written Consent Form.

II. Written First Post-Test.

III. Oral Testing Grading Sheet.

Written Consent

I agree to voluntarily participate in the 1998-1999 PAARN project administered by Timothy Shenk. I understand that the results of this project will be used by Timothy Shenk to write a research paper for his "Teaching the New Grammars" class at Temple University and that there is a possibility the results will be published. I am aware that PAARN participants, PAARN directors, Mr. Shenk's colleagues at Temple University and the Adult Enrichment Center, professors at Temple University, and any other interested persons may read the results of this study. I understand that my name will remain anonymous, but the data collected about my grammar usage will be used by Mr. Shenk for his research project.

_____

signature of PAARN participant

PAARN Research Project First Post-Test

Directions: Fill in the blanks by completing the word or writing a word. Then circle either true or false. Use the chart to help you find the information you need.

example:	*Dahabo is as quiet as Fernando.*	*true*	*false*
1.	Khoa is _____ assertive than Carlos.	true	false
2.	Sakina is _____ youngest person in the group.	true	false
3.	Carlos is as _____ as Thomas.	true	false
4.	Sakina's eyes are light_____ than Thomas' eyes.	true	false
5.	Fernando is almost as heavy _____ Khoa.	true	false
6.	Carlos is _____ lightest person in the group.	true	false

Directions: Write sentences about the following people. Use the chart to find the information which each of the following questions asks for. Write superlative (tallest), equative (as tall as) and comparative (taller) sentences. The true and false sentences may give you an example of how to write these sentences.

example: *Hanae/Thomas/height*
sentence: *Hanae is taller than Thomas.*

1. Dahabo/Fernando/personality
2. Fernando/hair color
3. Sakina/khoa/weight
4. Hanae/Sakina/personality
5. Khoa/age
6. Hanae/Dahabo/eye color

Name	Age	Height	Hair	Eyes	Weight	Personality
Khoa	11	5'0"	blonde	brown	160	assertive
Carlos	30	4'8"	gray	green	210	a little assertive
Fernando	23	5'9"	black	gray	159	quiet
Hanae	31	6'2"	light brown	black	98	very loud
Sakina	75	5'9"	gray	blue	125	loud
Thomas	30	5'5"	blonde	light blue	200	mean
Dahabo	16	5'2"	brown	black	180	quiet

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PARTICIPANT F PRE-TEST:	SCORE:	MAXIMUM
COMPARATIVES:		
1 SYLLABLE/ 2 SYLLABLES PLUS Y:	_____	*3*
2 OR MORE SYLLABLES:	_____	*4*
SUPERLATIVES:		
1 SYLLABLE/2 SYLLABLES PLUS Y:	_____	*3*
2 OR MORE SYLLABLES:	_____	*4*
EQUATIVES:		
ANY # OF SYLLABLES:	_____	*3*
ANY # OF SYLLABLES:	_____	*3*
USE OF ADVERBS (ALMOST, NOT QUITE, ETC.)	_____	*2*
SENTENCE COMPREHENSIBILITY AND SENSIBILITY:	_____	*12*
TOTAL POINTS:	_____	*34*

PARTICIPANT F FIRST POST-TEST:	SCORE	MAXIMUM
COMPARATIVES:		
1 SYLLABLE/ 2 SYLLABLES PLUS Y:	_____	*3*
2 OR MORE SYLLABLES:	_____	*4*
SUPERLATIVES:		
1 SYLLABLE/2 SYLLABLES PLUS Y:	_____	*3*
2 OR MORE SYLLABLES:	_____	*4*
EQUATIVES:		
ANY # OF SYLLABLES:	_____	*3*
ANY # OF SYLLABLES:	_____	*3*
USE OF ADVERBS (ALMOST, NOT QUITE, ETC.)	_____	*2*
SENTENCE COMPREHENSIBILITY AND SENSIBILITY:	_____	*12*
TOTAL POINTS:	_____	*34*

PARTICIPANT F SECOND POST-TEST:	SCORE	MAXIMUM
COMPARATIVES:		
1 SYLLABLE/ 2 SYLLABLES PLUS Y:	_____	*3*
2 OR MORE SYLLABLES:	_____	*4*
SUPERLATIVES:		
1 SYLLABLE/2 SYLLABLES PLUS Y:	_____	*3*
2 OR MORE SYLLABLES:	_____	*4*
EQUATIVES:		
ANY # OF SYLLABLES:	_____	*3*
ANY # OF SYLLABLES:	_____	*3*
USE OF ADVERBS (ALMOST, NOT QUITE, ETC.)	_____	*2*
SENTENCE COMPREHENSIBILITY AND SENSIBILITY:	_____	*12*
TOTAL POINTS:	_____	*34*

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KEY TO THE TRANSCIPTS:

* *I said the words and sentences which are underlined.*
* *Extra comments and observations are placed in brackets.*

PARTICIPANT A PRE-TEST:

The man who is wearing white cap is the tallest.

The woman who, who is wearing red shoes is as sad as the man.

The woman holding flower is mmm more beautiful than me.

The girl is more mischievious than the boy.

The girl has bigger eyes than the boy.

The woman who is wearing (?) glasses (or braces?) is the heftiest of them.

The girl keeping the ball is the messiest of them.

The woman happier than the man. Repeat that?. The The woman is as happy as the the man.

I think the red car is more expensive than the blue car.

All people except the man is more (adjusted) than the man. Are more ad, justed? Are more comfortable maybe? All people except the man is more comfortably than the man.

A building is as taller, as tall as B building.

The red flowers are more beautiful than yellow flowers.

PARTICIPANT A FIRST POST-TEST:

The watch on the right is not as fancy than on the left.

Clinton is the tallest of them.

The boy who is wearing (?) (?) is the shyest of them.

The black woman is taller than white woman.

The man is happiest of them.

(incomprehensible sentence)

I think the red car is the most expensive among these car.

The man on the right is the heaviest of them.

I think the man is as (incomprehensible).

BEST COPY AVAILABLE

The black basketball player is more active than white basketball player.

The boy on the car (actually a bus) is the most embarrassed in the family. (The family looks happy, not embarrassed).

The chimpanzee is stronger than the tiger (there is no tiger, only a man).

I think Hillary is the most impatient of them.

The bug on the left is brilliant, is more curious than the boy. (incomprehensible meaning).

The woman's left cheek is darker than woman's right cheek.

Clinton's coat is more warmer than the Oriental men.

The daughter is happiest, the daughter is the happiest in the family.

(incomprehensible sentence)

The car is fastest, the car is the fastest of them.

The bug on the left is stronger than the bug on the right.

The man is tallest in the family.

PARTICIPANT A SECOND POST-TEST:

White flower is white flower more blossom more than pink flower.

Woman who who is wearing black dress is fatter than white dress woman.

The pope is small than the man

The man who is wearing red t-shirt is the tallest of them

The right the man of the right decorated more than mans of the left.

A cat in the mi middle is the lightest color of them.

The Asian woman hair is the longest in all women.

The man is as happy as the woman.

Left side man beard is darker than right side.

The boy's skin is light than the man.

PARTICIPANT B PRE-TEST:

Ah, she, she ss dirtiest than everyone.

BEST COPY AVAILABLE

She is sadder than both of...

She, she is she is very beautiful than than she.

The man smaller than (LONG PAUSE) It's o.k. just relax. The bed is better than this bed (BARELY COMPREHENSIBLE) Say it again. That's a mattress. The mattress is better than this (bed?).

The flower is beautiful than this flower.

(LONG PAUSE) You can talk about size, hair color. (B ASKS A QUESTION ABOUT A PICTURE) Crippled. (ANOTHER QUESTION) Yeah. I can stop it.

PARTICIPANT B FIRST POST TEST:

In this picture, the mother is taller than the girl, and the father is tallest.

In this picture, her hair is blacker than her mom hair.

And in this picture, the blue car is more beautiful and the red car is the most beautiful.

In this picture, the person, the man as is as tall as the person B.

In this picture, the the boy is smaller than the girl and the father is tallest.

In this picture, the person A is taller than the person B.

In this picture, the person A is as tall as person B.

The man on the left is is big as (?) the man on the left.

Her her hairs on the (ri ?) on the left dark as dark as the as, her hair on the left as dark as her hair on the left, right.

The person, the woman on the left (ss?) thin as the dark as the woman on the (?) on the right skin.

The child the child is not nearly as tall as her father.

Clinton is tallest in the group person.

In this picture, the girl is is tall is smaller than her mother.

PARTICIPANT B SECOND POST TEST:

In this pictures the woman on the left (ss?) smaller than the man on the right.

(Learner looks upset.) It's o.k. Say it again.

In this picture the the woman on the right is smaller than the man on the left. (correct information.)

In this picture, the man on the right is younger than the man on the left.

In this picture the woman on the left heavy, heavier than the woman on the right.

BEST COPY AVAILABLE

In this picture, cup coffee on the on the left exactly as full as the cup coffe on the ritght.

In this picture, the camera on the left exactly as beautiful as the camera on right. (Is a camera beautiful?)

In this picture, the the man on the the man on the left is taller than in group person.

In this pictures, her hair on the left is darker than her hairs on the right.

In this picture, his his face on the left is dark as as dark as dark his face on right.

Compare him to everybody...

In this picture, his face is darksness.

In this picture, the man in the middle, his face ... in this picture his face on the right is lighter skin is lighter than his face on the left.

In this pictures, the the pink flowers is more is beautiful and the white flower is the most beautiful yellow? and yellow flower is the most beautiful. (There are three sets of flowers. Apparently B said that two different sets of flowers are the most beautiful.)

In this picture the boy is not as tall as the jaguar.

In this picture, the bird is as small as the dog.

In this pictures, the dog is (?) exactly as strong as dog on the right.

In this picture, potato, tomato is as healthy as broccoli.

In this picture, the girl , her hair is , in this picture the girl on the left, her hair is darker than the boy on the rights hair.

PARTICIPANT C: PRE-TEST:

This woman, I think happy for this man. (ALMOST INCOMPREHENSIBLE) Repeat.

This woman the most happy for them, ah, this man between.

Two cans of milk the same. Again. Two cans of milk the same.

The Olympic, ah, champions very strong man, more stronger than ice-skating girl.

The man who sit, ah, the table, the most wet than another people.

Blue car I think, the most expensive, more expensive than red car.

Boy with ball dirtier than another children.

Three ladies looks happier than man behind them.

The lady who wearing the black dress smaller than another girl than.

BEST COPY AVAILABLE

PARTICIPANT C POST TEST:

The man with key is not nearly as tall as man with big ears.

The big Bill Clinton the taller than all of (?).

Patient is not nearly as dark as the (daughter ?).

The jungle man is almost as strong as orangatang.

Beside the pair of shoes darker than between of them. Repeat. Right side and left side pair of shoes more dark, darker than between of them.

PARTICIPANT C SECOND POST-TEST:

The woman had black dress more heavy, heavier than (?) white

The mans almost as tall as all of (?).

The skin in black man darkness in the skin person (?).

The left side lady the most serious seriously than lady with cigarette.

The kid gets more friendly than (?).

The cardinal is as not nearly as tall as man in suit.

The left cup exactly as full as right cup of coffee.

Participant E PRE-TEST:

In the picture, where the boys look like playing soccer, the Chinese boy is the most dirtiest, is ... is the dirtiest of all of them.

The girl in this picture is happiest, is the happiest, is most happy than the boy.

The (?), the both gallon of milk is is heavy as the other one, is heavy (?) the other one.

In the picture, the three men are the same, and the blonde girl is the most beautiful of them, of them.

The new (borkee ?) (bosow ?) whatever is the, is the best, in that (style ?) I guess.

The woman is black is the smallest of the, of them. And the girl in white shirt is the tallest of the three, but the guy with shirt, with grey shirt is taller than, than the black, (?) the black, the woman with the black shirt.

All of three have flowers.

The man with the pink hat built like he hit something real hard.

BEST COPY AVAILABLE

In that pictu-2, everyone is on the bed except the man with glasses is sit on the bed, not sleeping, or something.

The buildings are the equals.

PARTICIPANT E FIRST POST-TEST:

The the gorilla is bigger than the man.

The boy with the yellow shirt is the smallest in that group.

The woman with the ball has , the woman with the ball, her hair is lighter than the woman with the black shirt.

The man with the mustache is bigger, is taller than than the other man.

The (?) clock, the clock is as as big as the oth as the other clock. (Actually watches)

The black woman is taller is taller than the other woman, but the woman with the white hair is old older than the black woman.

Bill Clinton is the tallest of that group.

The man with the white in the white shirt is taller than the woman. The kid in the bus (on the bus) is the smallest of all of them.

The old man is happier than the boy, than the young man, but the the lady with the pink shirt is the happiest of all of them.

Both woman are, the woman with the red hair is as tall as the yellow, as the woman with the yellow hair.

The black shoes are smallers smaller than the than the other shoes.

The box of cigarette are as big as the as the others.

The black girl is more beautiful than the than the (super?) girl. (E seems to be referring to a black haired girl).

In the cartoon the the taller, the tallest man (only two men) has bigger ears than the other guy, than the other guy.

PARTICIPANT E SECOND POST-TEST:

The woman with the black dress is heavier than the woman with the white white dress.

The cups have the as the same as the other one.

The camera with the picture is as heavy as the other camera.

The man is more happy than the woman.

The girl with the the girl with the blue shirt is the happiest in the group.

The dog is bigger than the than the bird.

BEST COPY AVAILABLE

In the picture with the a lot of mens, the both guys in the middle aren't as tall as the other ones.

The eyes of the grey cat are the light lightest in the group.

The cat is bigger than the fish.

The dog in the bed, the dog ears are bigger than the the other dog in the white picture.

The woman with the cigarette is happier than the Japanese girl.

Participant F PRE-TEST:

This car is big (?) (?) a blue one.

The tiger killed the lion.

The boy in the middle is as angry than the girl.

The lady is sad (?) (?) as the other one.

The boy is high as the girl. (INCORRECT INFO.)

The ring as smaller the big pin.

The man in the middle as as sick (?) the one on (?) right.

The boy on the (?) as happy the boy on the left.

The man on the couch as happy the one that lay down. (CANNOT SEE FACIAL EXPRESSIONS OF THOSE LYING ON THE MATTRESSES.)

The woman is on the top as the man

The man as smile the other one.

The (?) towers as the same.

The red flowers as beautiful the green ones.

The lady (?) as as high (?) the man.

The lady in the middle as walk, walking the man.

The lady as smile the other one.

(INCOMPREHENSIBLE SENTENCE)

The little girl as painful than the boy.

BEST COPY AVAILABLE

PARTICIPANT F FIRST POST TEST:

The the the red cars is bigger is bigger than the brown car.

The man on the left side is taller than than the right.

These four people, the man, he is more taller than the other three.

The woman the woman is is taller than the girl.

The boy is near (?) taller than the man.

The lady her hair is long than the next to her.

The nurse aide is is a little dark (that ?) the white woman.

The face, the man face is sad than the left man.

President Clinton is taller than the other people.

Miss Clinton the Chinese man as the same as the same as the other (?) people.

The girl, she is taller than the boy. The boy hair is dark than the girl's hair.

The lady is the smile than the lady next to her.

The man hug the woman, the lady is taller than the boy. The boy is more taller than the bus (The boy is on the bus). The boy is esmaller than us.

The lady face is light than the (?). The red face. (incomprehensible)

The black face is is smaller than the brown and red face.

The mon the monkey is a strong stronger than the man.

The left watch is bigger than the left, the right.

The shoes is longer than the other one. (No details of which shoes)

(Terminated Transcription: It went on for awhile)

PARTICIPANT F SECOND POST-TEST:

The broccoli is healthy as as the tomato.

The pope is more religion than Fidel.

The lady in the bus is fatter than the one (?) left. (The women are on a scal).

The cat is bigger as the other one.

The dog is a strong than the cat.

BEST COPY AVAILABLE

The man in the middle is taller as (?) right. (The man in the middle appears to be a bit shorter.)

The man is sad than the boy.

The children they are happy the one in the glasses.

The dog is bigger than as the bird.

(Incomprehensible)

The cat the cat is bigger than the fish.

The Indian in the middle is little happy than one the left.

The cat in the top is bigger than the second one.

The camera on the right is (incomprehensible)

The lady in the left is a little sadly at the other one.

The lady in the middle is happy (er/est?) the one in the right.

The people the last man on the other group is taller, tallest than the other ones. The man is is laughing (more than ?) the second one.

The man in the right is olderest than the third one.

(Terminated Transcription)

BEST COPY AVAILABLE